

Building the Synergy of Educational Complex towards a Progressive School

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Abstract—An educational Complex located in Bandung, West Java, Indonesia comprises of schools from various levels, starting from kindergarten to high school. The interaction and synergy of these schools is becoming crucial to build positive development, networking and energetic academic culture, and hence creating progressive school concept. This study aims to determine the potential synergy of schools located in an educational complex in Bandung. The research method used in this research is descriptive qualitative. The techniques of data collection are observation, interviews and documentation studies. The results showed that the interaction between schools in this complex has been developed. Several actions that have been conducted by each school principals to enhance the synergy include building awareness among leaders, agreeing to carry out the concept of school unification, building effective communication among school leaders, assigning teaching staff to teach at several levels, inventorying things that can be synergized, making understanding and conducting periodic evaluations. Meanwhile, to become a progressive school, continuous positive leadership are required to improve and to develop the existing networks.

Keywords—*progressive school; synergy; educational complex*

I. INTRODUCTION

In an education complex, there must be a different concept of managing school by the principal. These differences are influenced by many factors, one of which is the high ego of each principal himself in developing the school. Each of them competes to be the best thus they stand by themselves and do not care about others. This will certainly have an impact on forming synergy among schools in the complex. If every element synergizes, then the results of education will be better.

In previous educational research, it shows that by conducting partnerships between parents of students, teachers, communities and students, the quality of school education in Senior High School 2 Yogyakarta is getting better [1]. It is the same with the research, the absence of academic synergy showed that the professional education of teachers is not optimal [2]. This shows that synergy is quite influential on the results to be obtained.

This study aims to find out whether schools in the Muhammadiyah Antapani education complex have synergized well or not. The research focuses more on the continuity of synergy between schools and the results of the synergy itself.

II. METHODS

The method used in this research is descriptive qualitative from Sugiono to observe the problem systematically and accurately about the facts and objective nature of the synergy continuity in the Muhammadiyah Antapani education complex [3]. The data collection techniques are through observation, interviews and documentation studies as revealed by H. Burhan Bungin [4]. Interviews are conducted with the Muhammadiyah Council, Principals, teachers, employees and also students. Data analysis is done by sorting, processing, interpreting and concluding the data. Sources of information are obtained from the managers of the education complex, principals, teachers, employees, students and also documents of the education complex.

III. RESULT AND DISCUSSION

In building an effective education complex, the synergy between schools is needed. Muchammad Nurtam quoted Stephen Covey's opinion in his book entitled 7 Habits of Highly Effective people, if $1 + 1 = 3$, then that is what is called "Synergy" [5]. Several advantages of synergizing (organization), namely 1) resolving the limitations of ability, willingness and resources possessed in achieving goals, 2) achieving goals more effectively and efficiently because they are done together, 3) utilizing resources and technology, 4) developing the potential and specialization of a person, 5) getting a position and division of labor, 6) managing the environment together, 7) seeking profits together, 8) using power and supervision, 9) getting an award, 10) meeting human needs that are more and more complex, 11) increasing relationships, and 12) spending leisure time [6]. Furthermore, for the success of a team (synergy), members have a role to do [7]. For those who act as task specialists (task specialist roles), they must strive to initiate ideas, provide opinions, seek information, summarize and encourage. For those who act as socioemotional roles, they must encourage, combine, reduce tension, follow and compromise. Thus, each member will feel they have their respective roles and success will be more easily obtained.

Based on the review of Islamic religion, it is very clear that synergy is a must. Allah Almighty said in the verse of Ali Imran al quran verse 3 "And hold all of you to the rope (religion) of Allah, and do not divorce, and remember Allah's blessings on you in the past (the time of Jahiliyah) hostile, then

Allah unites your heart, then because of the favors of Allah you become the brothers and sisters " [8]. In another verse, it is explained, "Indeed, Allah loves those who fight in His cause in a row as though they are a [single] structure joined firmly". (Q.S As Shaf: 4). The Messenger of Allah said "You must hold tight (unite) to the worshipers and priests of the Muslims" [9].

If synergy is not done, then what will happen is disharmony. The trigger of effective planning constraint is internal rejection and the reluctance of the organization to accept the planning [10]. Still according to Handoko, among a number of reasons the organization failed to set goals is lack of knowledge about the organization, lack of knowledge about the environment, inability to make predictions effectively, difficulty in planning non-repetitive operations, costs, fear of failure, lack of confidence, and unwillingness to get rid of alternative goals. The supporting factors of the partnership are technology development, parent participation, willingness and ability, trust and facility [10]. While the inhibiting factors include laziness, lack of confidence, financing and time. Thus, it is clear that the synergy of the education complex will provide more benefits for the schools themselves. Conversely, if there is no synergy, it will lead to disharmony of the education complex.

Becoming a progressive school, of course, many things must be considered. What must be understood is the basic concept of progress itself. Progressive education is ideas, thoughts, beliefs, concepts and praxis of education based on Islamic religion and social life that interact creatively-dynamically-dialectically, enforced with an appreciation of intelligence (mind), and aims to strengthen intelligence to grow into a whole person who is fully involved in advancing social life leading to the goodness of the afterlife [11]. The foundation of advancing education is none other than religion that interacts dialectically with the problems of social life [12]. A progressive education has three dimensions namely mind (intelligence), practice and progress. There are three social education problems that lead to advanced education, namely 1) social problems of student progress, 2) social problems of teacher progress, 3) social problems of educational institution progress [13]. These problems can be solved through nomothetic patterns, idiographic patterns and transactional patterns. The nomothetic patterns emphasize normative behavioral dimensions. The idiographic emphasize personality and individual demands. The transactional is a bridge between nomothetic and idiographic. The 21st century was marked by various advances and changes that demanded every country to follow its development [14]. This requires qualified human resources with qualified education. The opinion of Hatten and Resenthal that the mastery of fields of science and technology is needed so that society can improve the ability of creativity, development and application of science and technology as an absolute demand in global life [15].

One of the organizations that promote the concept of progress is Muhammadiyah. The concept includes all sectors including education. Muhammadiyah's educational goals have undergone several changes, several modifications and more showing independence [16,17]. The style of Muhammadiyah education is more religious in nature. The vision of Muhammadiyah education is the formation of human learners

as a manifestation of *tauhid*, *da'wah*, *amar makruf nahi munkar* [18].

Whereas the mission itself; 1) aiming at humans to have divine awareness, 2) creating human beings who have advanced ethics, thinking smart, alternative and broad-minded, 3) developing human potentials with independent, hardworking, entrepreneurial, competitive and honest spirit. The concept of education by KH. Ahmad Dahlan namely 1) pragmatic (emphasizes action rather than theory, 2) renewal and still sticks to al quran and hadith, 3) education is religious, and 4) social, in the sense of continuing to move to serve and enlighten the wider community, especially the *mustad'afin* [19].

The opinions above, of course, can be used as a tool to measure the form of educational synergy found in the Muhammadiyah education complex in Bandung. From all visits, it is known that teachers and employees carry out public services to all students. Every morning some of them welcome the students at the school, some watch the public area and the rest wait in the classroom. Every Monday, a flag-raising ceremony is held for all levels. In addition, every Friday, before the Teaching and Learning Activities begin, a morning parade is performed for all teachers and employees.

The chairperson of the Muhammadiyah Board of Basic Education in the city of Bandung revealed that the Muhammadiyah Antapani education complex has four levels of school consisting of kindergarten, elementary school, Muhammadiyah junior high school, and Muhammadiyah senior high school. These four schools originally have their own education systems and are barely synergized with each other. After evaluation, then all principals in the education complex agree to synergize because synergy is crucial in building a progressive school complex.

The school principals mentioned that the steps conducted to foster collaboration between schools were as follow: 1) Agree to carry out the concept of school unification. The graduate students from kindergarten are directed to continue to elementary school, from elementary to junior high school, and so on. 2) Build effective communication among school leaders and encourage each school element to jointly promote the education complex. 3) Assign several educators (teachers), especially those who handle the religious subject, Arabic, English, ICT and other subjects to teach at each level. There are educators who are assigned to teach at the elementary and junior high school level, and there are also those who teach up to the senior high school level. 5) agree to do things that can be carried out simultaneously such as a) school promotion, b) PPDB Center, c) student development, d) sustainable ISMUBA curriculum, e) educators and education staff, f) use of learning facilities, g) public facilities (ceremonial fields, Labs, Toilets, libraries etc.), h) maintenance and construction of educational facilities, i) habituation, j) documentation of activities, k) social networks, l) teaching media, and m) submission of education mandate. 6) make mutual agreement and understanding between principals so that the usefulness of synergy can be felt by each school level, 7) carry out the continuous evaluation.

After the synergy was implemented, slowly and surely the educational complex increased. Deputy head of the public

relations affairs school as well as a teacher assigning to teach information technology at the elementary and junior high schools said that; parents' interest in registering their sons and daughters for school is increasing until the New Student Admission (PPDB) has been closed a few months before the school year begins. A senior teacher who involved in the school's unification policy revealed that to cover the lack of learning space, the Muhammadiyah Assembly established a policy that for the senior high school level to move to another wider area and still in the area around the Muhammadiyah Antapani education complex. Even for kindergarten, based on psychological reviews, special area segregation is done, such as playing and habituation.

Deputy Principal for student affairs revealed that the positive impact of synergy are many schools get achievements and awards, graduates can continue to the level they want, and all educators and education staff and all students belong to each other. Titin Sumarni and Rima Suryadi, senior teachers at the Muhammadiyah Antapani educational complex, said that every employee teacher and they help each other, look after and pay attention. Even so, students in the name of Safa and Fariha who continued their education from Muhammadiyah elementary to junior high school felt that they had a good relationship.

The coach of the Muhammadiyah educational complex said that in building the progressive school, the principals agreed to continue to make educational innovations. Various training and coaching both regarding information technology skills, foreign languages, and also Islamic Morals of Muhammadiyah guidelines for educators and education continue to be carried out. Coaching is packaged with the name Weekly Routine Studies held every Saturday. Speakers are presented alternately according to the needs.

Apart from the results of interviews, school data obtained showed that the synergy of the Muhammadiyah Antapani Bandung educational complex began since 2008. It was known from the start of the form issuance with New Student Admissions among all levels of schools.

IV. CONCLUSION

School synergy at the Muhammadiyah Antapani education complex went well. By synergizing, the education complex towards a progressive school can be achieved. For schools in an education complex, synergy is very important to do. With synergy, work will be easier, faster, lighter and provides more benefits for all. Conversely, if each school in a complex ignore each other, then success will be difficult to obtain. Even if it is obtained, it might create a negative impression for other

schools around it. The 21st century is a century of cooperation, not an individual century anymore. Everything will be more easily obtained through effective collaboration. To become a progressive school, schools are required to always make reforms in accordance with the guidelines of the times, which are based on Islamic values.

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